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TRANSFER FROM JUNIOR TO SENIOR COLLEGE, A SURVEY OF CURRENT POLICIES.

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IN ORDER TO ASSIST TRANSFER STUDENTS WITH THEIR EDUCATIONAL PLANNING, A SURVEY OF 166 SELECTED ACCREDITED 4-YEAR INSTITUTIONS WAS CONDUCTED TO DETERMINE THE PREVALENCE OF VARIOUS TRANSFER POLICIES. DATA ARE CLASSIFIED ACCORDING TO REGION, CONTROL, TYPE, AND ENROLLMENT SIZE. A MAJOR VARIABLE IN TRANSFER POLICY IS THE JUNIOR COLLEGE GRADE POINT AVERAGE. ONLY FIVE INSTITUTIONS ACCEPT A TRANSFER GPA OF LESS THAN 2.0 (ON A 4-POINT SCALE), WHILE 87 REQUIRE A 2.0 AVERAGE AND 32 REQUIRE A 3.0 RECORD. SIXTY PERCENT OF THE INSTITUTIONS REQUIRE LESS THAN A 2.5 GPA FOR ADMISSION. THE HIGH SCHOOL RECORD IS A POTENTIAL BAR TO TRANSFER IN FEWER THAN 20 PERCENT OF THE COLLEGES SURVEYED. ENTRANCE EXAMINATIONS ARE REQUIRED BY 40 PERCENT OF THE INSTITUTIONS, ARE DEPENDENT ON THE QUALITY OF THE JUNIOR COLLEGE RECORD IN 10 PERCENT OF THE CASES, AND ARE NOT REQUIRED BY THE REMAINING 50 PERCENT. ADVANCED STANDING CREDIT OF 2-YEAR EQUIVALENCY IS GRANTED BY 61 PERCENT OF THE COLLEGES. FINALLY, THE ANNUAL EXPENSE TO STUDENTS IN 68 PERCENT OF THE CASES EXCEEDS $2,000, INDICATING THE NEED FOR FINANCIAL AID FOR A LARGE PROPORTION OF TRANSFER STUDENTS. AVAILABILITY OF FINANCIAL AID IS SUMMARIZED BY PERCENTAGE OF INSTITUTIONS OFFERING VARIOUS TYPES OF AID TO TRANSFERS. (AL)

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TRANSFER FROM JUNIOR TO SENIOR COLLEGE
A SURVEY OF CURRENT POLICIES

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Junior Colleges have come of age.

The 832 two year colleges in the United States, whether known as junior colleges or community colleges, have experienced fantastic growth. They enrolled a total of 1,456,000 students in 1966. By 1975 junior colleges are expected to enroll 50% of the total college population.

Reasons commonly cited for the rapid development are convenient accessibility, low tuition expense, and an open door admissions policy. Yet these advantages refer to the very aspects which may be obstacles when the junior college students attempt to transfer to a senior institution.

First, the transfer institution which offers the type of program appropriate for the student may not be within commuting distance. This leads to the next problem - that of finances. The more expensive tuition charged by many four year institutions, plus the added costs of room and board may render transfer to the selected school financially unrealistic.

The next consideration is the open door admissions policy. This philosophy of admissions has made it possible for a certain percentage of students to matriculate at the junior college despite the fact that their high school record may have prevented their admission to most four year colleges. Now as they contemplate transfer at the end of the junior college program, some fear that the high school record may prevent their transfer to the institution which would have refused them as freshmen two years earlier.

Is this a case of unrealistic ambitions on the part of the students who wish to transfer? Do the problems of expenses and prior academic weakness constitute a barrier to transfer?

Survey of Colleges:

Montgomery Junior College, a community college with 4,500 students on two campus, has several hundred students each year who transfer to senior institutions to continue their work toward the bachelor's degree. The questions raised above are encountered daily as the students discuss their plans and concerns about transfer. For this reason, the Placement Office felt it could better assist these transfer students with their educational planning if accurate and current information on transfer policies were collected.

Therefore, a questionnaire was distributed to 166 colleges and universities which have regional accreditation. These institutions were selected partially on the basis of student interest and geographical proximity to Montgomery County, a suburb of Washington, D. C. The transfer information gathered from Directors of Admission during the period of October, 1966 through January, 1967, is now being used to assist faculty advisers and their students in selecting institutions appropriate to the student's qualifications and objectives.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Classification of the institutions participating in this study according to region, control, type and enrollment is as follows:

REGION

New England	9	North Central	55
Middle States	58	North Western	3
Southern	12	Western	9

CONTROL

Public	49	Private	117

TYPE

University	75	College	91

ENROLLMENT

under 1,000	34	5,000 to 9,999	19
1,000 to 1,999	44	10,000 to 29,999	38
2,000 to 4,999	26	30,000 or more	5

It is evident that there is a bias toward institutions east of the Mississippi, although every region of the country is represented.

TRANSFERS WELCOME

The first notable outcome of the study was the consistent willingness evidenced to accept transfer students from community and junior colleges. Only two of the 166 institutions responding said they could not accept transfer students. This was dictated by the limitations of housing and other space deficiencies. These two negative responses were obtained in personal interviews rather than through a written reply. This may reinforce the concept that the most accurate information is obtained through personal contact.

Possessing the Associate degree was not viewed as a necessary prerequisite for transfer by any institution, although it is generally preferred. Knoell and Medsker (1965) in their recent study of transfer students, found that 45% of those who transferred with only sophomore standing did not complete the bachelor's degree program. But in contrast, the attrition rate for those transferring with junior standing was only 26%.

ACCEPTABLE AVERAGE

Perhaps the most significant item deals with the quality point average (QPA) required for transfer admission.

Tables 1 through 4 show the diversity of this requirement according to region, control, type, and size of the institution.

TABLE 1

Quality Point Average Required For Transfer According to Region
(QPA based on 4 point scale)

	Gd. Standg.	Under 2.0	2.0	2.25	2.5	2.75	3.0	Above 3.0	N/A
New Eng.			2		3		3		1
Mid. States	1		26	1	13	2	13	1	1
Southern	1	1	21	2		2	5		
N. Central	1	1	33	2	5	5	6		
N. Western			2		1				
Western			3	1		1	4		
Total	3	2	87	6	22	10	31	1	2

TABLE 2

Quality Point Average Required For Transfer According To Institutional Control
(QPA based on 4 point scale)

	Gd. Standg.	Under 2.0	2.0	2.25	2.5	2.75	3.0	Above 3.0	N/A
Public	2	2	25	4	6	4	5		1
Private	1		62	2	16	6	26	1	1
Total	3	2	87	6	22	10	31	1	2

TABLE 3

Quality Point Average Required For Transfer According To Institutional Type
(QPA based on 4 point scale)

	Gd. Standg.	Under 2.0	2.0	2.25	2.5	2.75	3.0	Above 3.0	N/A
University	1	1	31	5	10	4	20		2
College	2	1	56	1	12	6	11	1	
Total	3	2	87	6	22	10	31	1	2

TABLE 4

Quality Point Average Required For Transfer According To Size Of Enrollment (in thousands) (QPA based on 4 point scale)

	Gd. Standg.	Under 2.0	2.0	2.25	2.5	2.75	3.0	Above 3.0	N/A
Under 1.0		1	24		3	1	3	1	
1.0 - 1.9			23	1	8	3	9		
2.0 - 4.9	2		13		4	2	5		
5.0 - 9.9	1		8			1	8		1
10.0 - 29.9		1	18	5	5	1	6		1
30.0 or more			1		2	2			
Total	3	2	87	6	22	10	31	1	2

A study of the tables reveals that only five (3%) schools accept a transfer student with less than a 2.0 QPA, while eighty-seven (53%) require an even 2.0 QPA. Thirty-two (20%) institutions require a 3.0 or more.

Using a QPA of 2.5 as a significant distinction, Table 5 presents an analysis of the admission standards of each subgroup of institutions which have a representative sample.

A substantially more liberal admissions policy seems to predominate in institutions which can be grouped under the following classifications: Southern or North Central region, public, college, enrollment of less than 1,000 or between 10,000 to 30,000 students.

An inspection of Table 5 also reveals that 60% of all institutions require less than a QPA of 2.5 for admission.

Table 5

Percentage of Sub-Groups which Fall Above or Below QPA of 2.5 as Requirement for Admission. (Sub-groups not possessing representative sample not included.)
(Enrollment figures in thousands)

	Under 2.5	2.5 Or Above
Middle States	49%	51%
Southern	78	22
North Central	70	30
Public	70	30
Private	57	43
University	53	47
College	67	33
Under 1.0	76	24
1.0 - 1.9	54	46
2.0 - 4.9	58	42
5.0 - 9.9	50	50
10.0 -29.9	67	33
Total %	60	40

CHANCE OF GRADUATION

Another item asked the institutions what junior college quality point average would indicate a reasonable chance for eventually earning a bachelor's degree at the transfer institution. Responses tended to be slightly higher than the average required for transfer, but were consistent with the required transfer average in the sense that students are not generally allowed to transfer unless they seem able to complete their baccalaureate programs.

ROLE OF HIGH SCHOOL RECORD

Since junior colleges characteristically admit as freshmen many students who would not be admitted to a typical four-year college, students often ask whether a poor high school record will hinder or even prevent their transfer, despite a satisfactory average at the junior college. The answer to this question is as follows:

Only 14% of the institutions responded that the high school record plays a major or considerable role in deciding on eligibility to transfer (These were private liberal arts colleges);

11% reported that the high school record is assigned less significance if the junior college average is satisfactory or if more than two semesters of college have been completed;

58% said that the high school record played only a moderate role in admission and that the junior college record carried substantially more weight in determining transfer eligibility;

Finally, 38% stated that the high school record played little or no role in the transfer decision. Many schools in this last group reported they do not even require a copy of the high school record if the student has earned thirty hours or more.

Thus, less than 20% of the institutions make it difficult for a student to overcome the impediment of an inferior high school record. The concern of many community college students can be appreciably alleviated on the basis of this information. It should also be noted that the predominant policy of giving more weight to the junior college record is in agreement with the findings of Knoell and Medsker, that junior college grades are more highly related to performance after transfer than is high school performance.

ENTRANCE EXAMINATIONS

Are entrance examinations generally required of those who have attended a junior college?

50% of the institutions replied in the negative;
10% said it depended on the quality of the college record;
40% stated that examination scores must be submitted.

Sixty-nine institutions require either the Scholastic Aptitude Test (SAT) or achievement test of the CEEB; six specify the American College Test (ACT), and eight will accept either. School and College Aptitude Test (SCAT), College Comprehensive Test (CCT) and specific aptitude tests, e.g. art or music, were also represented, but by only one institution in each case.

In relation to using test scores for determining transfer admissions, Knoell and Medsker make the following observations:

> There is so much overlap in the distribution of academic aptitude of the transfer students who graduate and those who drop out that test scores do not distinguish very efficiently among the successes and failures. If junior college grades are used appropriately in screening, counseling, and/or selecting transfer students for admission to particular institutions, there should be little need to introduce test results as further evidence of capacity to do satisfactory work in the upper division. This does not, of course, argue against the use of test results obtained for transfer students for other purposes nor does it deny a significant relationship between test scores and grade point averages. Some possible uses of test results at the time of transfer include placement in course sequences, demonstration of proficiency, qualification for honors programs, and validation of credit for courses for which transfer credit is not normally awarded. (p. 93)

ADVANCED STANDING

Another area of investigation dealt with the amount of junior college credit which would be accepted toward the bachelor's degree:

61% of the institutions stated that sixty to sixty-eight semester hours credit, i.e. the equivalent of two years of college is transferable from a community or junior college;

16% responded with the statement that there is no maximum or limit on the amount of advanced standing possible;

11% stated that a maximum of seventy to ninety semester hours could be transferred;

10% replied only one year of residence is required to receive a bachelor's degree at the transfer institution, and that the balance of the degree can be in the form of transfer credit;

2% maintained that the amount of advanced standing varies according to the curriculum selected.

WOMEN TRANSFER STUDENTS

Since women students occasionally report that their application has been refused on the basis of lack of housing, this aspect of transfer was also included on the questionnaire.

11% of the institutions are men's schools;

66% reported no limitation on the transfer of women;

23% however, did state that there are significant limits on the number of women who can be accepted, primarily because of limited housing. The obvious implication is that women who plan to live on campus should apply for transfer well in advance of the actual enrollment.

EXPENSES

How expensive are different types of schools? The total annual cost of room, board, tuition and fees was requested. The distribution according to institutional control is reported in Table 6.

Table 6

Annual Cost of Room, Board, Tuition and Fees (fixed costs)
(in thousands of dollars)

	Under 1.0	1.0-1.49	1.5-1.99	2.0-2.49	2.5-2.99	3.0 or more
Public	3	9	18	11	2	
Private		1	20	41	36	19
Total	3	10	38	52	38	19
Total %	2	6	24	32	24	12

It is evident from these listed costs that an extensive percentage of students will require financial aid to attend any of the 68% of the institutions costing $2,000 or more.

This is a particularily significant finding in view of the fact that many hundreds of thousands of students have been able to complete two years of college because of the low tuition costs at public junior colleges. When a transfer student with limited financial means again arrives at the point of choosing a college, his range of realistic choice is not as broad as one might suppose. The importance of financial aid for a large proportion of transfer students can scarcely be overstated. Therefore, the final items in the study explored the availability of different types of financial aid.

SCHOLARSHIPS

73% of responding institutions reported that scholarships are available to transfer students from a community or junior college;

19% stated that there are no scholarships for transfer students;

8% replied that scholarships for transfer students are available only to graduates of two year colleges.

Many institutions stressed that there are very few scholarships available and that competition for them is rather keen.

OTHER FINANCIAL AID

98% said that loans are available to transfer students;

71% reported grants-in-aid are possible;

95% stated that campus jobs are also available.

However, the study revealed that this financial aid may not be available immediately during the first term on the new campus:

50% of the institutions replied that some form of financial aid is available during the first term or semester after transfer. However, several responses indicated that scholarships specifically are available only after one has completed a term or even a full year on campus.

31% reported that financial aid is available only at the conclusion of one term on campus;

19% stated that students must wait one full year before applying for aid.

Therefore, while many students will need financial aid to attend the 68% of schools costing $2,000 or more, they are required to have sufficient financial resources to cover all expenses for all or part of the first year after transfer on 50% of the campuses represented in the study.

SUMMARY

There have been frequent questions about the possibility of transfer when the problem of financial resources or an inferior high school record is involved. The Placement Office of Montgomery Junior College conducted a survey of senior institutions in an attempt to answer these and other questions about transfer.

This survey of the transfer policies of 166 selected accredited four-year institutions of higher education revealed that there seems to be a consistent and sensible approach to allowing students with a "C" average to transfer from junior colleges to four-year institutions.

It is hoped that this partnership of cooperation between junior and senior colleges can be further expanded through a re-evaluation of transfer policies by some of the senior institutions. Specific attention is directed to those institutions which insist on unnecessarily high averages for transfer and which also continue the practice of assigning too much significance to high school records which have more historical than current value in establishing the academic prognosis of a transfer applicant.

However, as reported by the overwhelming majority of institutions, the required scholastic average, the amount of advanced standing permitted and, to some extent, the amount of financial aid available, suggest that a great many junior college students can anticipate with confidence their completing a bachelor's degree despite the obstacles of limited financial resources or an inferior high school record.

REFERENCES

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